

Charles W. Sechrist Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2230 N. Ft. Valley Road, Flagstaff, AZ 86001

Flagstaff Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

Excelling*

* The profiles are Excelling, Highly Performing, Performing or Underperforming.

School Overview

Principal/Administrator : Dr. Robert Boothe
Schedule : 7:30 AM to 4:00 PM
Grades : Pre-K-6
2003 Enrollment : 468
Web Address : 207.246.0.51/sechrist/
Phone Number : (928) 773-4020
Fax Number : (928) 773-4025
E-mail : boothe@infomagic.net

Mission

We strive for maximum growth of each student to prepare for a changing world. Believing all students can learn, we are committed to raising each to their potential. We foster and model the love of learning in a safe, caring and pleasant environment.

School / Academic Goals

ü Implement, within each classroom, an instructional program that matches instruction to individual student instructional needs.

ü Develop within each student specific positive character traits.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

Instructional Programs

ü Gifted
ü On-site Special Education
ü Full-day Kindergarten
ü Integrated Preschool

Enrollment

October 1, 2002 School Year Student Enrollment : 446
Accepting New Students in 2003-04 Under Open Enrollment Law²: Yes
Number of Students Attending Under Open Enrollment in 2002-03 : 75

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 5 hours 15 minutes
First Day of School : 8/25/2003
Last Day of School : 6/10/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Charles W. Sechrist Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü Instructional Strategies
- ü Curriculum Development
- ü Budget
- ü Extracurricular Activities
- ü Personnel Decisions
- ü General Learning Environment

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	26.00
Other Professional Staff	10.00	Teacher Aide	11.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	2	2	0	0
7 to 9 years	0	5	0	0
10 or more years	1	16	0	0

Shared Responsibilities

School

Sechrist School's responsibility to parents is to strive to meet the school's mission statement; to keep parents informed of school programs; to involve parents in the decision-making process; to serve the community in a manner they deem appropriate.

Parents

Parents are to send their child to school daily ready to learn; provide proper nourishment, clothing and positive attitude. Parents are to communicate interests and concerns they may have. Parents are to be involved in the education of their child.

Resources Available at School Site

Special Facilities

- ü Two Computer Labs
- ü Library

Extracurricular Activities

- ü Strings Program
- ü Band Program
- ü ASTROS
- ü Odyssey of the Mind Teams

Social Services

- ü Before/After School Program
- ü Breakfast Program
- ü Lunch Program
- ü Counseling Services

Transportation Policy

Bus transportation is provided for students living one mile or more from school. Enrollment boundaries include all students residing north of the streets Forrest and Whipple along Highway 180.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Above state and national averages in all academic areas as judged by Stanford 9 and AIMS. One of our 6th graders won 1st place in the state competition for his Elks Essay.
- ü 2nd place in the Odyssey of the Mind state competition. Our sixth grade math teams took 1st, 3rd and 4th places in the Arizona Association of Teachers of Mathematics northern region competition.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü AZ OM-Regional Competition--Two 1st , 2nd, 3rd Place	2003
ü Attended and Participated in the OM World Competition	2003
ü AATM 6th Grade Math Challenge--1st Place, 3rd and 4th	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona	
			% 7-8	% 9-12
Attendance Rate ²	95	95	94	96
Transfers Out ³	11	20	20	20
Transfers In ⁴ (Within District)	2	2	2	2
Transfers In ⁵ (Out of District)	5	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	65	67
Grades 3-4	76	66
Grades 4-5	66	66
Grades 5-6	81	92

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	758	75372	100	101	101	553	530	523	0	6	9	17	23	25	28	35	36	55	35	30
All Students (Prior Year)	64	781	70809	NA	NA	NA	547	526	518	0	6	11	9	23	27	45	39	35	45	32	27
Female	36	378	36901	100	101	101	553	528	524	0	7	8	19	25	25	26	33	36	55	34	31
Male	27	380	38385	100	102	101	553	532	523	0	6	9	14	20	24	32	38	36	55	37	30
African American	NC	22	3589	NC	100	96	NC	500	501	NC	11	18	NC	37	33	NC	42	33	NC	11	16
Hispanic	NC	149	29103	NC	100	99	NC	503	510	NC	15	12	NC	38	31	NC	26	36	NC	20	20
Asian/Pacific Islander	--	NC	1574	--	NC	96	--	NC	549	--	NC	3	--	NC	14	--	NC	34	--	NC	48
American Indian/Alaskan Native	NC	168	5086	NC	102	114	NC	508	491	NC	11	22	NC	33	38	NC	38	28	NC	18	12
White	50	407	34597	98	100	98	557	545	535	0	2	4	16	15	20	25	36	38	59	46	38
Students with Disabilities	14	139	8057	127	124	99	542	529	496	0	12	23	25	24	31	25	24	28	50	39	17
Students without Disabilities	49	619	67315	94	97	101	554	530	525	0	6	8	16	23	24	29	36	37	55	35	31
Limited English Proficient Students	--	128	16925	--	106	112	--	469	482	--	34	27	--	43	40	--	17	26	--	6	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	166	26325	--	--	--	--	524	504	--	7	15	--	24	34	--	42	33	--	27	18
Non-Economically Disadvantaged	63	592	49047	--	--	--	553	531	530	0	6	6	17	23	21	28	34	37	55	37	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	761	75221	100	102	101	545	526	523	2	7	8	8	17	16	49	53	56	42	23	21
All Students (Prior Year)	63	775	70860	NA	NA	NA	560	531	524	0	6	9	0	15	17	33	45	45	67	35	30
Female	36	379	36833	100	101	100	549	526	526	0	7	6	13	18	15	42	51	56	45	24	23
Male	27	382	38319	100	103	101	541	526	520	5	6	9	0	16	17	59	56	56	36	23	18
African American	NC	22	3597	NC	100	97	NC	518	510	NC	16	14	NC	5	22	NC	58	53	NC	21	11
Hispanic	NC	150	29019	NC	101	99	NC	513	513	NC	17	12	NC	27	21	NC	42	55	NC	15	13
Asian/Pacific Islander	--	NC	1572	--	NC	95	--	NC	536	--	NC	2	--	NC	9	--	NC	57	--	NC	31
American Indian/Alaskan Native	NC	169	5071	NC	103	114	NC	511	502	NC	11	20	NC	28	27	NC	51	46	NC	10	8
White	50	407	34543	98	100	97	545	534	531	0	2	4	7	12	12	50	56	58	43	30	26
Students with Disabilities	14	142	8006	127	127	99	530	523	505	0	13	22	25	21	23	25	41	42	50	26	13
Students without Disabilities	49	619	67215	94	97	101	547	526	524	2	6	7	6	17	16	51	54	56	41	23	21
Limited English Proficient Students	--	130	16853	--	107	112	--	478	489	--	43	29	--	37	36	--	20	32	--	0	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	168	26256	--	--	--	--	529	509	--	7	14	--	16	24	--	53	51	--	24	11
Non-Economically Disadvantaged	63	593	48965	--	--	--	545	526	528	2	6	5	8	17	13	49	53	58	42	23	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	754	73654	98	101	99	556	533	530	0	6	9	4	14	13	72	73	70	25	7	7
All Students (Prior Year)	57	763	68592	NA	NA	NA	578	551	542	0	5	9	2	9	12	65	66	63	33	19	16
Female	35	375	36239	97	100	99	561	537	537	0	7	7	3	12	11	65	71	72	32	9	10
Male	27	379	37301	100	102	98	550	530	523	0	5	12	5	16	15	82	74	68	14	5	5
African American	NC	22	3488	NC	100	94	NC	522	515	NC	21	16	NC	11	18	NC	63	62	NC	5	4
Hispanic	NC	146	28348	NC	98	96	NC	519	520	NC	13	13	NC	19	17	NC	66	65	NC	3	5
Asian/Pacific Islander	--	NC	1558	--	NC	95	--	NC	547	--	NC	3	--	NC	8	--	NC	76	--	NC	13
American Indian/Alaskan Native	NC	167	4947	NC	102	111	NC	516	507	NC	10	22	NC	25	22	NC	61	53	NC	4	3
White	49	406	33924	96	100	96	558	543	537	0	2	5	2	10	10	73	79	75	25	9	9
Students with Disabilities	13	138	7306	118	123	90	543	528	506	0	11	24	0	16	20	75	68	52	25	5	4
Students without Disabilities	49	616	66348	94	97	100	557	534	531	0	6	8	4	14	13	71	73	71	24	7	8
Limited English Proficient Students	--	128	16422	--	106	109	--	486	495	--	35	30	--	29	27	--	35	43	--	0	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	164	25711	--	--	--	--	535	514	--	3	16	--	17	19	--	71	61	--	9	3
Non-Economically Disadvantaged	62	590	47943	--	--	--	556	533	535	0	7	7	4	13	11	72	73	74	25	7	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	907	76230	100	101	101	512	513	498	3	5	12	40	33	38	11	15	12	46	46	37
All Students (Prior Year)	70	822	72888	NA	NA	NA	548	505	494	0	10	14	14	37	40	9	13	12	77	41	34
Female	30	418	37247	100	98	100	511	514	500	7	5	11	39	34	40	11	14	13	43	47	37
Male	40	486	38725	100	102	101	513	512	497	0	6	14	40	33	37	11	15	12	49	46	37
African American	NC	18	3594	NC	100	96	NC	494	476	NC	18	22	NC	29	46	NC	12	11	NC	41	21
Hispanic	NC	161	28100	NC	100	98	NC	495	482	NC	12	18	NC	41	47	NC	14	11	NC	33	24
Asian/Pacific Islander	--	10	1447	--	100	95	--	500	527	--	0	5	--	60	26	--	10	11	--	30	58
American Indian/Alaskan Native	NC	191	5292	NC	99	113	NC	498	463	NC	10	31	NC	40	47	NC	17	8	NC	34	14
White	56	511	35389	98	98	96	518	523	514	2	2	6	35	28	32	14	15	14	49	54	48
Students with Disabilities	18	173	9022	100	109	105	496	489	465	0	12	31	64	41	43	9	24	8	27	22	17
Students without Disabilities	52	734	67208	100	99	100	516	515	500	4	5	12	35	33	38	12	14	12	50	48	38
Limited English Proficient Students	--	138	14826	--	104	113	--	467	460	--	25	31	--	55	51	--	14	8	--	7	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	NC	236	25037				NC	506	477	NC	8	21	NC	36	47	NC	14	11	NC	42	21
Non-Economically Disadvantaged	69	671	51193				512	515	507	3	5	9	40	33	35	11	15	13	46	48	43

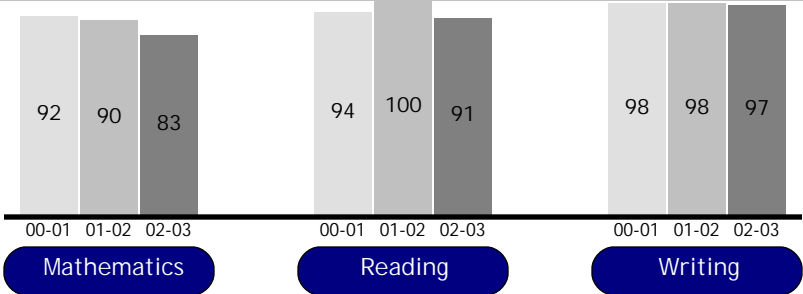
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	905	76202	100	100	101	520	510	505	0	11	19	12	22	24	63	52	46	25	16	11
All Students (Prior Year)	69	824	72779	NA	NA	NA	526	509	505	2	17	21	2	20	20	61	44	43	35	19	15
Female	30	420	37231	100	99	100	517	511	507	0	9	16	11	23	24	71	51	48	18	17	13
Male	40	482	38718	100	101	101	522	509	503	0	13	22	13	20	24	55	52	44	32	14	10
African American	NC	18	3600	NC	100	97	NC	506	497	NC	6	28	NC	31	29	NC	56	39	NC	6	5
Hispanic	NC	159	28090	NC	99	98	NC	504	497	NC	20	28	NC	28	30	NC	37	37	NC	15	5
Asian/Pacific Islander	--	10	1443	--	100	95	--	503	515	--	20	9	--	20	19	--	50	53	--	10	19
American Indian/Alaskan Native	NC	191	5311	NC	99	113	NC	498	491	NC	24	38	NC	26	31	NC	42	28	NC	8	3
White	56	513	35371	98	99	96	522	515	512	0	6	10	6	18	20	64	58	54	30	18	16
Students with Disabilities	18	172	9097	100	109	106	514	502	493	0	16	39	0	21	27	86	58	29	14	5	5
Students without Disabilities	52	733	67105	100	99	100	520	510	506	0	11	18	13	22	24	60	51	47	27	16	12
Limited English Proficient Students	--	137	14780	--	103	113	--	490	486	--	47	50	--	23	32	--	28	18	--	2	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	NC	236	24961				NC	502	495	NC	19	32	NC	24	30	NC	47	34	NC	9	4
Non-Economically Disadvantaged	69	669	51241				520	512	509	0	9	14	12	21	22	63	53	51	25	17	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	897	74692	97	100	99	527	512	502	2	10	18	20	25	27	70	57	47	9	8	8
All Students (Prior Year)	64	792	70710	NA	NA	NA	573	526	512	0	10	17	7	23	26	42	46	42	51	21	16
Female	29	415	36710	97	98	99	521	518	509	4	7	14	26	25	26	63	59	50	7	9	10
Male	39	479	37742	98	101	98	534	506	495	0	13	22	14	25	28	76	55	44	10	7	6
African American	NC	17	3516	NC	94	94	NC	503	487	NC	27	26	NC	27	31	NC	40	39	NC	7	4
Hispanic	NC	158	27492	NC	98	96	NC	495	486	NC	18	27	NC	36	32	NC	41	38	NC	5	4
Asian/Pacific Islander	--	10	1428	--	100	94	--	499	528	--	20	8	--	0	20	--	80	54	--	0	18
American Indian/Alaskan Native	NC	190	5166	NC	98	110	NC	492	470	NC	20	39	NC	36	32	NC	41	27	NC	3	2
White	55	508	34785	96	98	94	536	524	517	0	5	10	11	19	23	77	66	56	11	10	11
Students with Disabilities	17	169	8428	94	107	98	500	499	472	0	11	38	40	32	30	60	55	29	0	3	3
Students without Disabilities	51	728	66264	98	98	99	530	513	503	2	10	17	18	25	27	71	57	48	10	8	8
Limited English Proficient Students	--	137	14363	--	103	109	--	462	459	--	44	47	--	33	34	--	23	19	--	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	233	24507				--	501	480	--	13	31	--	31	33	--	54	33	--	3	3
Non-Economically Disadvantaged	68	664	50185				527	515	511	2	10	13	20	23	24	70	58	53	9	9	10

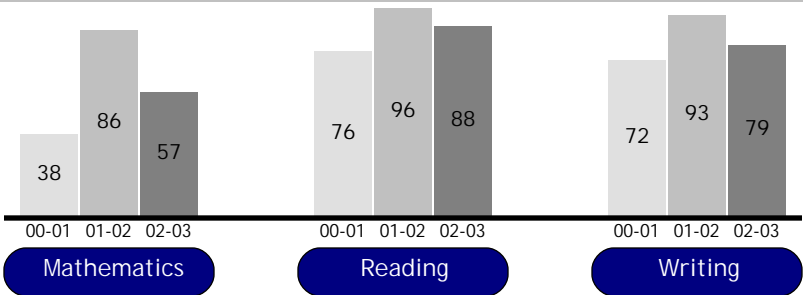
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	83	67	61	53	91	74	49	44	98	75	56	50
	Language	86	65	52	45	91	63	45	39	100	66	47	43
	Mathematics	91	62	65	56	91	71	58	52	100	83	64	57
3	Reading	79	75	61	50	84	76	51	43	96	75	53	47
	Language	83	73	61	55	84	76	56	50	100	78	59	54
	Mathematics	92	73	62	53	84	79	58	50	98	77	60	54
4	Reading	89	83	66	55	76	80	56	47	96	78	60	52
	Language	88	71	58	50	76	76	50	45	98	66	53	48
	Mathematics	85	83	65	56	78	76	60	52	98	69	64	57
5	Reading	86	74	57	51	93	80	54	46	100	78	59	50
	Language	86	68	51	46	93	74	48	43	100	74	53	46
	Mathematics	88	68	60	56	93	86	62	54	94	73	67	57
6	Reading	84	81	61	54	83	81	60	49	92	82	63	53
	Language	84	78	54	46	83	74	53	42	91	79	56	45
	Mathematics	84	86	70	61	83	83	69	58	92	90	73	62

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Sechrist School fosters a healthy environment through our: School Improvement Goals; STOP Team; Just Say No Club; Peer Pals; ASTROS; DARE instruction; and zero-tolerance for fighting, profane language, threats of violence, drugs, and weapons.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Susan Johnson	(928) 773-4020
Transportation Policy	Fred Fennell	(928) 773-4170
Community Resources	Robert Boothe	(928) 773-4020
School Nutrition Programs	Louis Benavides	(928) 527-6091
Parent Organization	Denise Burley	(928) 226-7635
Student Health/Nurse	Karen Vercoe	(928) 773-4022

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards